

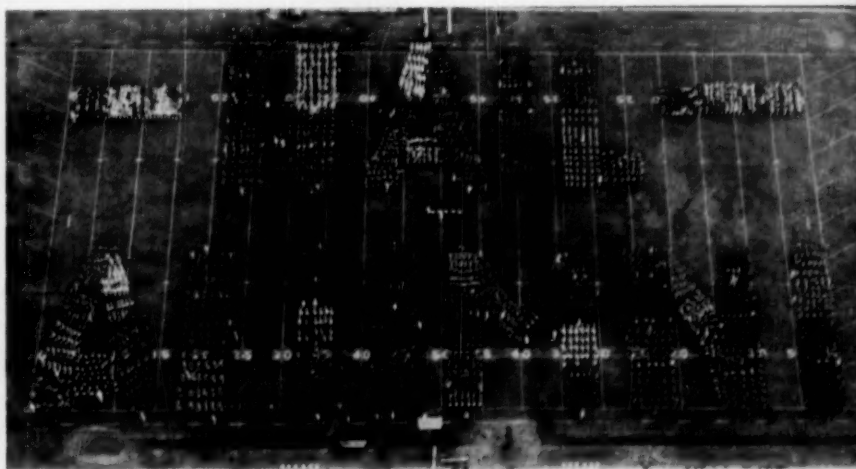
School Activities

The National Extracurricular Magazine

OCTOBER, 1956



"Television Classroom"—Central High School, Springfield, Missouri



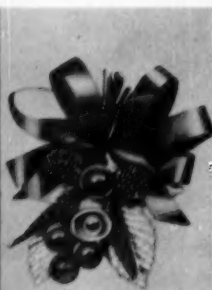
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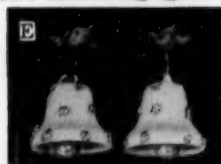
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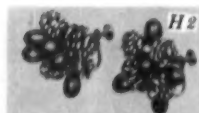
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School Activities

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As the Editor Sees It



"BLANK CITY TO CUT OUT ALL EDUCATIONAL FRILLS," ran a recent newspaper headline. The story told how, due to lack of finances, most extracurricular activities were to be eliminated. It is distressing that music, athletics, dramatics, clubs, assembly programs, student council, and other essentials in a modern school can be labeled "frills." But "frills" is an arresting, though entirely inaccurate (in this case) expression.

Perhaps in some schools a few activities may have to be curtailed. Hence, those persons responsible within the school should be most careful to evaluate all, so that only those of relatively less profit will be dropped or abridged.

Which is only what we have always preached—a continued, continuous, and intelligent evaluation of every activity, every event, and every form of organization and support is basic to healthy development.

The same old tale! During the past few months there have been a number of newspaper and magazine articles about athletic skullduggery in university circles, in several instances resulting in heavy fines and suspensions. And in every case the cause was outside influence, mostly alumni and businessman influence. Outside support, both in college and high school, may be either a help or a hindrance, depending upon the extent of its pressure and/or the presence or absence of inside integrity and courage.

A while back we saw a film designed to promote the student council idea. Before even seeing the picture we had two doubts—first, when the expression "student government" was used in its title, and second, when we noted that the film's technical expert was a well-known educator who is competent in several fields of education—but not in student council. And, as the story developed, we had other doubts which added together forced us to evaluate the picture as thoroughly inaccurate and misleading—to say the least.

The major problem the student council attacked was noon lunchroom manners, due, the council decided, to overcrowding, unattractive setting, scratched and marred walls, etc.

So the council recommended to the "principal" (what a sorry one he was!) the scheduling of two

lunch periods, redecorating the walls, etc. And the "principal," who obviously had never thought of these things and had no lunchroom supervision, approved of their suggestions, and everything ended very sweetly.

Another project was helping the librarian (another pitiable characterization of an important school official) get in over-due books.

Neither of these projects is within the proper area of student council activities.

Incidentally, at numerous places the hundred-and-fifty council members and sponsors viewing the film laughed uproariously at the ineptness of its characterizations and the implausibility of its story.

Among the many other interesting and valuable events which The Kansas State High School Activities Association (in our humble opinion one of the best in the country) organizes and promotes each year is a series of Cheerleader Clinics, scheduling them conveniently around the state as it does its student council, athletic, publications, and other conferences. Six of these Clinics are scheduled for early October. They will be conducted by L. R. Herkimer, Executive Secretary of The National Cheerleaders Association. An excellent program!

Although cheerleading is important school business, few schools make any very serious or intelligent attempt to improve either cheerleading techniques or to develop new cheers.

At a recent student council workshop this question was raised, "Should there be a safety council within the student council?" Our answer was, and still is, NO. There can be a safety committee, and probably should be, but the term "council" should have only ONE meaning—student council. This, of course, means that there should be only ONE council in the school.

SCHOOL ACTIVITIES needs more articles on "failures." Admittedly, failures are annoying and difficult to present publicly, and so are rarely written up. But we need these stories. A good description of a failure and its apparent causes would save many another school from making a similar failure. So let's have stories of failures as well as of successes.

Like many other things, the activity program can be just as bad as you let it or as good as you make it. Why not make it a really worthwhile enterprise?

Organization and Control of an Activity Program

NO ACTIVITY PROGRAM RUNS ITSELF.

Like a spinning top it will soon lose its momentum, wobble, and fall. Like a top which must be repeatedly respun and reguided if it is to continue to spin, every activity program needs continuous stimulation and guidance if it is to be a success. The spinning hand for a high school is the energetic, enthusiastic administration that manages it and the path that it follows is directed and guided by means of various control techniques.

School administrators today find themselves in a struggle to maintain an activity program that will satisfy the needs of their youth. A large number of factors have combined to cause this increase in the needs of the program.

The first activity program might have begun as noted in *Illinois Education* when a teacher in a one-room schoolhouse celebrated the Christmas holidays with treats for the pupils. The treats might well have been a mixture of molasses and whiskey. It was not uncommon to throw the teacher in a snowbank or dunk him in an icy river if he failed to meet the expectations of his students.

The activity program has come a long way

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Wichita, Kansas*

from the one-room schoolhouse program to the complex activity program of the modern high school structure today. Today's program with its clubs, organizations, student council, student newspaper, dramatics, music and athletic performances, contests, social activities, educational trips, home rooms, school assemblies, and commencement program presents a real challenge to the administrator. Multi and overlapping objectives need to be coordinated and directed.

Financial support for the program must be secured and adequate records kept. The program must be constantly evaluated and revised to meet the needs of the youth now experiencing it. Adequately prepared teachers must be secured and must accept the responsibility for the activity program's success. All of this points to the need of a strong organization and adequate control.

Organization and Controls Defined

The term administering implies planning, organizing, directing, coordinating, and controlling. Planning usually takes the form of a thinking process whereby the best line of action is selected. In organizing to carry out the selected activities the detailed program is structured. The term organization includes the framework on which the program is built and the policies which act as guideposts to those who will participate in the activities.

With the plan in mind and organization complete, the principal is in a position to pass on to teachers and students an understanding and concurrence with the organizational plan. Generally, this is known as the directing function. Coordination is next. That is the organization structured must be united in its efforts.

Finally, it is necessary to follow up to make certain that the objectives are being reached. This requires evaluation of facts obtained and necessary action to adjust where needed. This is one phase of control and is accomplished by obtaining information from various evaluation devices or

Our Cover

The upper picture was furnished by the director of public relations, Springfield Public Schools, Springfield, Missouri. It shows a group of clothing students from Central High School showing off their own creations from the clothing laboratories. They are modeling them during a session of "Television Classroom," a regular Wednesday night public interest feature on KTTS-TV, Channel 10. This classroom continues during the twelve months of the year. Some of the series of programs presented are "Telecampus," "Tele-Spell," "Teen Time Topics," "Youth News By Youth." See article on page 69.

The lower picture was taken at Brandenburg Stadium, Kansas State Teachers College, Pittsburg, during the homecoming festivities. More than sixty high school bands with some 3,000 bandmen are shown in the picture. The bands participated in the homecoming parade as well as the pageantry at the stadium. This is an annual affair and the high schools represented are located in four different states. In order to do this colorful group justice—the picture should be printed in natural color.

control mechanisms which provide significant knowledge to the principal.

Control has been defined as "the conscious directing and influencing of certain causes so that certain desired effects will result." To have control the principal must have knowledge. To be useful, the information must be accurate, adequate, and timely. In controlling activities, information must be sought from many sources concerning the activity program in progress.

Structuring an Activity Program

A. *Responsibility and Authority.* The magnitude and scope of an activity program and the many facets involved, require the decentralization of the authority to the teachers who will work with the students in some phase of the program. The principal may desire to add to his staff a Coordinator of Activities, either on a part time or full time basis.

The student activities director holds a responsible staff position which is fast finding favor in our better-organized secondary schools. It is quite a common practice to set up a faculty committee, student committee, or both to assist the coordinator. The principal is, of course, a member of these committees which usually meet, on a call basis, and consider specific policies and problems that arise.

B. *Providing Time for Activities.* Almost all public high schools have provided for student activities by following one of three patterns:

1. The Activity Period—which provides for most extraclass activities within the daily schedule.
2. The Core Program—which consolidates many extraclass activities with class activities.
3. The Before School and After School program—which provides for extraclass activities outside the regular school session.

According to the Biennial Survey of Education in the United States (Published, 1951) of the 10,925 schools reporting, 66 per cent reported the use of an activity period as the basic time structure to provide for student activities. According to Ellsworth Tompkins, "It is a desirable policy and practice to provide for service, social, club, and intramural activities during an activity period within the regular school day."

C. *Selection of Activities.* One of the major concerns of the principal is to set up a program of activities which stem from the interest and educational needs of the students and community. Activities should rightfully vary from school to school and within a school from year to year.

While many activities, clubs, and organizations will tend to follow a pattern, the principal must so structure the formation of activities to permit change and flexibility in the program.

An evaluation of each activity by students and faculty sponsors should help to give the desired information concerning the activities which should be retained and used in the program for the following school year. A faculty committee or study group might be formed to evaluate the over-all program and study the integration of the program with the formal curriculum.

Provisions should be made to allow the expansion or contraction, addition or deletion of activities, according to the expressed interests and desires of students as they participate in their activities during the school year. Further attention must be given to balancing the activity program.

The activities carried on in the modern secondary school may be grouped as follows:

1. Student Government
2. Home Room
3. Assembly
4. Department Clubs
5. Special Interest Clubs
6. Speech Activities
7. Musical Activities
8. Class Organizations
9. Publications
10. Welfare Activities
11. Community Services
12. Athletics, Sports, and Recreation
13. Social activities
14. Commencement Activities

D. *Assignment of Work Load.* Probably one of the most sensitive phases of structuring the activity program is that of assigning to each faculty member his responsibilities for the activity program. Some activities meet once a week, and some twice a week. Some have an active program at certain times of the year, others are heavy the year around, while others may be light the year around. The volume of activity usually depends on the individual student leaders in each activity.

In a study of 146 secondary schools in Missouri, it was found that there were three popular practices in assignment of faculty sponsors.

1. Administrative appointment.
2. Administrative appointment and faculty choice.
3. Faculty-student choice and administrative appointment.

The greatest frequency occurred in practice one, Administrative appointment.

A method sometimes used to equitably dis-

tribute the work load is to make a study of work loads by use of the Douglas formula. It is possible to extract the extraclass activity load portion from the teaching load. By analysis, an index figure can be computed for each activity. If such figures are accumulated over several years, an average index figure can be computed for each activity. This index can be used to aid in equitably assigning work loads. Special policies and attention needs to be given to the new teacher and his assignments.

E. Calendaring Activities. Vital to the structure of the activity program is a calendar of activities on which all activities can be scheduled. Community use of the building demands that plans for school use be made in advance. The calendar is very useful in coordination of custodial duties and activity use. It should prove helpful in assignment of rooms and facilities so as to avoid overlapping.

F. Providing Facilities. Each activity included in the program will have its demands on facilities and equipment. Room assignments, meeting times, and scheduling of equipment needs can be arranged in advance according to the demands of the activity. Policies and procedures for care and use of the equipment can be established and be understood by faculty and students.

G. Flexible Structure of Activity Operation. Probably the most important phase of structuring the organization is the setting of policies or guideposts within which student activities may operate. Only a minimum of guideposts should be established so that a maximum of learning situations can be experienced. The students need ample freedom to experience leadership, followership, to build initiative, to accept responsibility, and possibly to experience failure.

Usually limitations on actions need be placed in a general manner only. Each activity should be financed or funds available to permit financial failure if such be the experience. Principals have the responsibility to see that equipment and facilities are cared for. Limits must necessarily be set to safeguard and maintain the moral values of the educational experience consistent with the mores of the community.

Most students do not feel these limitations are unreasonable and are quite willing to work within them. There is room for innovations, a "lid" has not been placed on their activities; only a few guideposts have been established within which there is room for democratic experience.

Another phase of the activity operation structure is the provision for democratic membership or participation by all who desire to participate. Included in the program should be techniques to increase participation. Regulations should not be made denying the opportunity to pupils scholastically unsuccessful. A balanced program should be established for each student according to his needs. Counselling may be necessary to help a student curtail his own program if overparticipation is detrimental to him.

Safeguards must be established to prevent competitive aspects of the program from becoming overemphasized. The exaggeration of a few gladiators' own opinion of their importance, may give a distorted sense of values to them and harm the rest of the activity program.

H. Structuring the Finances. The backbone of the Finance structure is the establishment of adequate budget and accounting records and procedures. In a study of the forty-eight state extracurricular funds accounting practices, one author found that they were divided into three categories:

1. States in which regulatory laws are prescribed.
2. States in which Department of Education prescribes uniform policies.
3. States that have no control.

The same article makes a comparison of the forty-eight states' practices with regard to terms used to describe funds, treasurer selection, bonding requirements, depository requirements, withdrawal records, reports, audits, exemptions, and variations. There seems to be very few consistencies or practices followed in the various states although there is a small range of differences or variances in practice.

In each secondary school, there needs to be established adequate accounting procedures which include the depositing of activity moneys in one school account under a bonded treasurer, and the requiring of a periodical audit. If student treasurers can assist in the receipting of cash, preparation of vouchers, recording of transactions and other work, they should be used.

Budget procedures will help support the finance structure. By scheduling each spring a planning phase and estimating phase, all clubs and departments can prepare budgets for their next year's program. Students and teachers can sit down and discuss what they would like to do next year, and how they can finance it.

A calendar of money costing activities can be kept by the Coordinator, who schedules the concessions or other money costing activities so that they may be spread through the school year, thereby leveling the demands on the student.

If all concessions are controlled by the principal, they may be awarded based on approved budgets and programs.

The budget reflects, rather than dictates, the policies of the school, for it is nothing more than an instrument to be used in planning and controlling operations to forecast the results of a proposed activity program. If there comes a time when the budget is recognized as no longer representing an advisable program, it should be revised. Students and faculty members must again sit down and review their program, bringing their revised program to the Coordinator or Principal to discuss their new plans and have their new budget approved.

Educational thought agrees that activities should be financed by boards of education. It is again a situation where practice lags behind theory.

I. Miscellaneous Procedures and Policies. In order to strengthen the activity program, tie down the loose ends, and set the direction of the activity program; other policies and procedures should be in writing. Contests should be properly checked to see that they are on the National Association of Secondary School Principals' approved list and the State High School Activities Association approved list.

Some procedures need to be established concerning the posting of posters in the building. Field trips are another area that need attention in order to help the teacher meet his responsibilities. If a public address system is available, the use of the system for bulletins and announcements must have some policies made to help utilize it to the utmost. A few policies concerning regular assemblies, pep assemblies, after school events, and other events will also help strengthen the structure.

If each student and teacher could look at the policies as aids, necessary to help set the direction of the activity program, a big step will be taken. By agreeing on policies, freedom of action is increased rather than curtailed, and all participants can operate quite confidently in knowing that what they are doing is in accordance with the entire program.

J. Evaluation of the Activity Program. Con-

tinuous evaluation of the activity program is necessary: Committees should be structured that will adequately evaluate the entire program. Each club, organization, and other activity should have, as a normal task, that of taking a look at its own program, objectives, philosophy, etc., and make recommendations for changes.

Editor's Note: This article, including illustrations and bibliography, will be continued and completed in the November issue of SCHOOL ACTIVITIES.

Values of Secondary School Journalism

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Secondary school education in the United States is older than our republic. More than three hundred years ago in the Massachusetts Bay Colony there was founded the Boston Latin and Roxbury Latin secondary schools. Both were direct offshoots of the schools of contemporary England which prepared young gentlemen for college and the ministry. It is interesting to note that both of these schools are still in existence, both offering six-year classical courses.

Most of our present day schools are of a completely different nature than the Boston and Roxbury schools. The comprehensive public school is strictly 20th century—a school which James Bryant Conant, former president of Harvard, describes as "a school where the youth of very different backgrounds and outlooks share a common experience, where the extracurricular activities and at least a common core of studies should cut across vocational interests and cover a wide range of scholastic aptitudes."¹

Not every public school is comprehensive in scope, but most of them, educators agree, are on the way to becoming so. Today only one United States youth in five does NOT enter high school. More than 33 million adult Americans are graduates of secondary schools, most of them public institutions.²

Certainly there are deficiencies in today's high schools but despite their faults the secondary schools which try to fill the needs of a democratic society are serving the cause of education ade-

1. Anonymous, "An Examination of Secondary Education: Public High School U.S.A.," *Life Magazine*, XXXV:142, December 14, 1953.
2. *Ibid.*

quately. The high school student today looks at a modern world that is full of many fascinating and fruitful opportunities for a career.

Among the more fascinating professions is the one which records and reports the daily doings of man—the area of communications. Journalism is a larger and more varied occupation than most high school students suppose. As an opportunity for a career, “journalism” includes much more than the newspaper calling and, in its many ramifications, is one of the most extensive occupations and industries in America today.

“Journalism” includes first, writing for print—the earning of a living with pen or typewriter. And opportunities go far beyond those offered by the newspapers. For example, there is the writing for magazines, for radio, for television, for motion pictures, and of course, authorship. Journalism includes the editing, printing, and financing of publishing which encompasses editorial work, advertising, and production work. And we have witnessed in the past two decades a rapid rise in the profession of public relations and pub-

licity.

Not everyone who sets “journalism” as his goal has the same career in mind. While one hopes to become a newspaper reporter, another is looking toward the editing of a trade journal or a house organ, another toward a career in broadcasting, still another in advertising or public relations. While the young person eagerly looking forward to being a “free lance writer” calls himself a journalist, the young woman who is preparing for advertising work has an equal right to the title.

To some extent, the broad definition of journalism corresponds with the high school student's journalistic experience in editing and publishing the high school newspaper, magazine, and yearbook. These periodicals involve the writing and editing of copy, the handling of advertising and circulation, the preparation of photographs and other artwork, and the financing of the publication. So the schools which publish periodicals provide some training in writing and editing, publishing and illustrating, advertising and circulation.

An assembly program arranged to acquaint students with the various activities offered in a school should be arranged and presented at the opportune time.

A Parade of Activities!

A PARADE OF ACTIVITIES! This describes the high school or college assembly which is devoted to a review of the extracurricular clubs and activities at school. This assembly is usually given early in the fall in order to acquaint freshmen and new students with the clubs and organizations at the school, and to provide an opportunity for these clubs and organizations to promote themselves where there is a good prospect of securing new members.

Such an assembly provides fun and entertainment for old and new students and for the faculty as well. It provides the campus groups with a chance to hint at what they will be doing during the year.

Such a program should be announced soon enough at the beginning of the year so that the groups which wish to take part will have an opportunity to meet early to plan their presentation. Theoretically, every organization and activity on campus will take part in the program; in practice, not all will be ready or willing to participate.

By its very nature the program will be long;

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therefore, ample time must be provided. More than likely the usual length assembly hour will not provide enough time. In such a case, the program should be scheduled when extra time can be taken. Certainly the importance of this program for the over-all school program is justification for taking this extra time.

Each organization or activity should be allotted a definite portion of time in which to do their part of the program. Adjustments can be made if one group requires more time for its part and another group requires less. A master of ceremonies should be selected who can prepare the material which ties the program together, explains what each organization does, and tells how students may join.

A program such as this consists of skits, pantomimes, demonstrations, musical selections, talks, and announcements. Each part of the program should portray as closely as possible the

purpose and function of the group which is presenting it. Thus a musical selection might be presented by the glee club, although one of the foreign language clubs might sing a few selections in its particular language to show one of the activities of the club.

The dramatics group might stage a short play, but a language club, the school newspaper, or the school yearbook could also stage a play or skit showing their activity in action. Demonstrations can be presented by the science club, but also by the athletic teams, the 4-H club, or the debate team. Talks can be given and announcements made by any group in the place of skits, musical selections, or demonstrations.

The program is primarily for entertainment, but entertainment with a purpose. If given at a time when freshmen and new students are adjusting to the school, the program should help them make their adjustment. The program ought to radiate friendliness, good humor, and fun. It should help to break down barriers and stimulate students to pursue their interests in extra-curricular activities.

Moreover, the activities program can provide the necessary stimulus to encourage bashful and shy people to approach an organization. It provides the students with a handle—with an introduction to the club—which would not be available otherwise. In this connection it should be emphasized again that after each group has finished its presentation, the master of ceremonies (or a member of the group) ought to announce when and where the group meets, who the sponsor and president are, and where the groups and these people can be reached at non-meeting times.

If the program is given in a college, the fraternities and sororities will also want to take part. They could give any one of the presentations described above also.

Although new students will be most interested in the presentation, some of the older students may not be aware of the existence of activities in which they would like to participate. Thus the assembly should be conducted for both old and new students.

It is helpful if a printed program can be distributed to the audience. This printed program ought to describe the clubs, organizations, and activities, and list pertinent information about their programs, where they meet, who their officers are, and who the organization sponsors

are. Perhaps this information can be printed in a special issue of the school newspaper, and the newspaper released shortly before the program is presented.

Our Student Council Promotes Homecoming

JULIA McKEMIE

Recording Secretary

Arkansas Association of Student Councils

Hughes High School

Hughes, Arkansas

A few years ago the student council of Hughes High School became anxious to do something which would make the homecoming football game really a homecoming for former students rather than a time when a great deal of emphasis was given to selection of a queen and maids with the usual pre-game ceremony. As a beginning they contacted officers of the senior class ten years previous. Two of these were local men and were anxious to do anything which the students and the school thought worthwhile.

A committee from the council met with the two men and plans were made for a party to follow the homecoming game. At that time the class of 1940 was to be honored. Letters were sent and plans were carried out by the council in cooperation with those 1940 graduates who lived nearby.

Following the game about fifty former students along with the members of the football team, the cheerleaders, the student council, the homecoming royalty, and the faculty met for a get-together. Words of welcome were extended by the council president, favors were given, refreshments were served. Following a pep talk by the president of the 1940 group, plans were made to continue this sort of party each year.

Last fall the class of 1945 met for what they considered the best reunion of any previous class. Plans were made months in advance by the president of that class in cooperation with the council. This group planned to have a steak dinner preceding the homecoming game, attend the game, and then climax the evening with a dance for all former students.

Approximately three-fourths of the class of 1945 were present in response to the invitation. They brought their spouses and their children. It was their first real get-together in ten years and

they were delighted to see the children. Pictures were taken and each graduate present was given a picture of the group.

The local team won the game which added to the excitement and success of the evening. The dance was especially well attended by many former students. The council and the class of 1945 were pleased with their efforts.

From this the Hughes High School Student Council feels that they have the basis for an effective alumni association. The class which assumes responsibility for the arranging of its reunion is brought again in close contact with the school and its good will is felt each year.

Perhaps from these homecoming activities can come a really effective alumni organization.

A well qualified, nationally known authority presents excellent material for argumentation for both sides of one of the current high school debate questions.

"Should the American Farmer Be Given 90 per cent of Parity?"

ONE OF THE THREE POSSIBLE SELECTIONS for the final wording of this year's debate question is RESOLVED: That the Federal Government should sustain the prices of major agricultural products at not less than 90 per cent of parity. When the final selection of the debate topic is made in January, 1957, this specific wording is one of the three that will be given consideration. It differs from the first proposal to adopt the basic features of the Brannan Plan, and it also differs from the final proposal that the government should remove from use sufficient acreage to balance agricultural production, a plan popularly called the "Soil Bank" Plan. Of the three proposals this specific one has the endorsement of the Democratic Party in its 1956 platform.

This year, for the fifth time, the high schools' debate season will be divided into two sections in most states. During the first semester the debaters will discuss the various phases of the general topic which asks, "What Agricultural Policy Will Best Serve the Interests of the People of the United States?" Following several months of study and exploration of this general topic, the final wording of the debate question will be selected.

Before the debater can attempt to discuss any debate question, he should have a clear understanding of the meaning of the terms of that question. In order to give the debater a proper start toward the preparation of his initial debates, we will present an explanation of the meaning of the terms of this debate topic.

RESOLVED: That the Federal Government Should Sustain the Prices of Major Agricultural Products at Not Less Than 90 Per Cent of Parity.

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"THE FEDERAL GOVERNMENT": When the term "the federal government" is used in this debate we definitely mean the government of the United States. It must be pointed out that the government of any one or of any combination of the governments of the several states are not referred to when the question definitely calls for action by the federal government.

The Congress has the power to enact legislation that will provide for a basic agricultural policy. In the past, and especially since 1920, the Congress has passed a number of measures dealing with agriculture. Numerous other agricultural measures have been proposed and discussed by the Congress, but they were not adopted.

We must establish the point that the federal government has the power to establish any agricultural policy or program that is not unconstitutional. In this debate we are not arguing whether the federal government can provide 90 per cent of parity, but rather whether 90 per cent of parity should be adopted.

"SHOULD": The term "should" implies that the affirmative must advocate a change from the present system of handling American agriculture to a plan that provides 90 per cent of parity. The affirmative must show that adoption of 90 per cent of parity is either desirable or necessary or both. Since it will be very difficult to prove that this plan is absolutely necessary the affirmative will probably be wise to confine their efforts to proving that

90 per cent of parity should be adopted because it would be desirable for the American people, and thus would benefit the entire nation.

It is not necessary for the affirmative to prove that the plan that they are proposing and defending will actually be adopted. If the affirmative can prove that their proposed change should be made they will have established their case.

"SUSTAIN THE PRICES": The term "sustain" means to support, maintain, or keep up. When the term is combined with "the price" we find that it means either to support prices of major agricultural products, or to keep them up to some specified or established point.

This debate question does not present any method for sustaining farm prices. We will therefore suggest some of the methods that either have been used in the past or that have been proposed from time to time by agricultural leaders. Some suggested methods of sustaining farm prices are: 1. Direct payments by the government of cash to farmers of the difference between the market price and the price at which farm products are being sustained. 2. Reduction of acreage of crops in order to avert the creation of a surplus so that prices will remain at a satisfactory level; and 3. A combination of both acreage reduction and cash payments in order to provide farmers with prices that will be satisfactory and give the farmers proper buying power.

A more radical plan for sustaining prices of basic agricultural products would be complete government control over agricultural production with the government telling each farmer how much of each crop he will be allowed to plant.

"MAJOR AGRICULTURAL PRODUCTS": This term "major agricultural products" may become a forensic football during this debate season. No official interpretation has been made to tell us exactly what this term means. If we rely upon farm legislation that we have had in the past we find that the six "basic" farm commodities are wheat, corn, cotton, tobacco, rice, and peanuts.

It should be noted that each of these six products are capable of being stored over long periods of time. Former Secretary Brannan recommended that the following additional commodities be given supports: whole milk, chicken eggs, farm chickens, hogs, beef cattle, and lambs. We cannot give any definite answer as to whether these commodities should be included under the term "major agricultural products."

It is around the six "basic" agricultural products mentioned above that most of our farm legislation has centered in recent years. It is interesting to note, however, that these six "basic" crops account for only about 25 per cent of the total dollar value of American agricultural products.

In the spring of 1956 other agricultural products were priced below 100 per cent of parity. Hogs were at 58 per cent of parity; beef cattle at 68 per cent; eggs at 97 per cent and potatoes at 96 per cent.

Some people feel that hogs and beef cattle should be considered as being "major agricultural products," but because of the fact that all past federal legislation has defined the six "basic" farm commodities as being wheat, corn, cotton, tobacco, rice, and peanuts we feel that they should be considered as being the "major agricultural products" to be discussed when debating on this specific debate topic.

"AT NOT LESS THAN 90 PER CENT": This term defines the limits below which prices of major agricultural products cannot drop if the affirmative plan is adopted. The question calls for the federal government to sustain prices of major agricultural products at no less than 90 per cent of parity. This does not mean that prices could not go above 90 per cent of parity if economic conditions should cause prices to go above the support price.

It should also be noted that this question places no top limit on farm prices in the event of a short crop. There is a real possibility that in the future farm prices might get very high and in this event there would be no need for government support.

During World War II farm prices reached a very high point and it was necessary to place price ceilings on products in the all-out effort to hold down the cost of living.

"PARITY": The term "parity" is applied to the formula provided by law to determine the price a unit of agricultural produce must bring to give it the same purchasing power, in terms of things purchased by the farmer, as in the base period. Usually in calculating parity the base period is either 1910-1914, or the last ten years, whichever produces the higher parity figures.

Parity prices are the dollars and cents prices that give to farm products the same buying and purchasing power that they had in a selected base period when prices received and prices paid by farmers were regarded as being in good balance.

AFFIRMATIVE ARGUMENTS

In this section we will present three of the more important arguments that can be presented in favor of establishing parity prices for farmers at 90 per cent of parity. The arguments will be italicized and a discussion of the arguments will follow immediately.

In view of the general prosperity of the American people today it is only fair to make it possible for farmers to continue to raise their crops with the assurance that they will receive at least 90 per cent of the purchasing power that they had from 1935 to 1939.

Farming is one of the most risky types of business operations even when prices are high. The farmer plants his crops in the spring, invests in seed and work, and then must wait to see if he will have any product to sell in the fall. Drought, hail, or insects can take away from the farmer all of his labor for a single year.

Business, on the other hand, can hedge against most of these contingencies by producing only the materials that are needed and that will be purchased. If there is no demand for a product the wise businessman can refrain from purchasing and can thus stop some of his losses. The farmer has little or no opportunity to stop losses once the year's operations have started.

Early this year Louis Bromfield wrote, "One hears much of the high prices the farmer is receiving, but the fact remains that today he is getting less for his produce on an average than he was receiving in 1940, while the cost of everything he buys has increased, in some cases by as much as 200 per cent." The important thing to remember is that while farm prices have gone up a little during the last ten years, the take-home pay of practically all factory workers has boomed, the profits of corporations have boomed, and prices have skyrocketed.

The only way that the farmer can hope to remain solvent and be able to buy commodities as other Americans do is to receive prices for the food and fiber he produces that will enable him to buy as many commodities as he purchased before we had so many increases in wages and prices. Unless that farmer gets 100 per cent of parity for his crops he has experienced a decline in real income. The steel worker does not ask for 90 or 100 per cent of parity, but he asks for this plus an additional amount.

When the farmer asks for 90 per cent of parity he is simply asking for a minimum ceiling below

which the crops that he produces cannot drop. Since the products of our farms are essential to our national welfare, we feel that the farmer is entitled to at least 90 per cent of parity on the crops that he raises.

The farm problem will be one of the basic issues of the campaign of 1956. Since it is so important the Democrat Party has pledged 90 per cent of parity on the basic crops, and this group represents a large percentage of the American public.

Even though we do have a Republican administration in Washington, all of our polls indicate that the Democrat Party has the most members of any party in this country. When the Democrat Party platform calls for 90 per cent of parity it represents a majority of our people. The most significant portion of the party platform of agriculture reads as follows:

"Undertake immediately by appropriate action to endeavor to regain the full 100 per cent of parity the farmers received under the Democrat Administrations. We will achieve this by means of support on basic commodities at 90 per cent of parity and by means of commodity loans, direct purchases, direct payments to producers, marketing agreements and orders, production adjustments, or a combination of these, including legislation, to bring order and stability into the relationship between the producer, the processor, and the consumer."

While this platform is only that of the Democrat Party, it does give us the opinion of the party with the largest membership in the nation today. It is also a platform for all of the members of the party, and not merely for farmers. The Democrats hope that this party platform will appeal to the millions of city dwellers as well as the farmers. It cannot be mere class legislation because it must appeal to all types and classes of people if the party is to stand a chance of winning the election in November.

It took great pressure on the part of many politicians to get this 90 per cent of parity adopted at the Democrat convention. While some city people felt that farmers should not be given this guarantee they were finally forced to admit that farmers are as much entitled to have adequate incomes as city dwellers and factory workers who are now enjoying their greatest incomes in history.

Farmers are essential to the national welfare. Since this is true, they should have the same kind of protection against losses from normal business operations as the businessman and the worker.

We have already mentioned the many risks that are a part of farming. We should also take the time to point out the many safety measures against

hard times that have been provided for businessmen and the worker. Take the businessman as an example. The government has a system of providing loans for the small businessman when he cannot get the needed money from other sources. If a businessman has a contract with the government and it is cancelled he is paid for his expenses because of the cancellation. Businessmen have many forms of protection that we do not find provided for farmers.

Now let us take a look at the average worker. He has Social Security for his old age, unemployment compensation when he is out of work, and since he has been given the right to join a union and bargain collectively with his employers he has been able to force many other "fringe benefits" that the farmer does not have.

Now all that the farmer wants is 90 per cent of parity on the crops that he raises. The farmer still has to run the risk against crop failures due to drought and insects. If he does not receive a full crop that is his own loss and he must take it as best he is able. It is when the farmer does raise a crop that he should be guaranteed that he will receive at least 90 per cent of parity. This is only fair when we stop and consider that most other workers are now receiving wages that provide them with much more than 100 per cent of the purchasing power that they had from 1936 to 1939.

NEGATIVE ARGUMENTS

It must be remembered that even though the arguments that have been presented in favor of adopting 90 per cent of parity on the basic crops may appear to be convincing, there are arguments against this proposal that are equally potent. Some negative arguments are given below.

There is no reason why one group of Americans, namely the farm population, should be guaranteed an income for their work. Such a plan is really un-American and even borders on Socialism.

The plan of guaranteeing farmers 90 per cent of parity is really an un-American way of attempting to solve the farm problem. Although we do give workers a certain limited amount of unemployment compensation we do not guarantee them 90 per cent of their annual wage in the event of a disaster. On the other hand we do not give the businessman more than a mere cushion against the evils of bad times in business. Why then should we give the farmers 90 per cent of parity while allow-

ing him to raise all of the crops that he is able to produce?

If we adopt the plan of the affirmative we are setting up one group and saying that this group of farmers will be a favored class in America. We will take the 13 per cent of our population living on our farms and we will give them a guarantee of prices that will enable them to eliminate all of the risks of dealing in the economic world. We will forever throw out the laws of supply and demand for farmers while we force workers and businessmen to take their chances against all the uncertainties that appear in business today.

Actually the granting of 90 per cent of parity on the basic crops will benefit only a few of the millions of farmers of this country. It will not help the citrus farmer, the dairy farmer, the raiser of beef and hogs, and the grower of fruit. It will only help the farmers who raise corn, cotton, peanuts, rice, tobacco, and wheat. We ask if it is fair to single out only a few of our population and guarantee them an income while allowing the rest of the people to work without such protection?

The granting of 90 per cent of parity on the basic crops will not solve the greatest American farm problem, that of surpluses. Instead of reducing surpluses, the continuation of parity payments will cause even greater surpluses and will cost the government great sums.

The greatest problem that we have with agriculture today is the ability of the American farmer to produce more than we can consume even in periods of prosperity. We must either find new uses for our agricultural products or reduce production as was done in the New Deal days. If we do not find new uses or reduce production we will continue to produce larger and larger surpluses.

The main objection that we can find to the proposal that we give the farmers 90 per cent of parity is that this plan makes no effort to control the surpluses of farmers. When a farmer knows that he will receive at least 90 per cent of parity, regardless of the amount of food he produces, he will raise as much as he can. The result is that prices will go down, and the government will be forced to pay the difference between the market price and the 90 per cent of parity. Year after year our mounting surpluses will force prices down and the government will be forced to pick up the check.

When the government guarantees 90 per cent of parity there is little or no incentive on the part of the American farmer to experiment with new

and more valuable products. Instead of trying to raise new crops that the people want and will pay a high price for, the farmer will continue to raise the crops upon which the price is guaranteed.

If we had a sliding scale of price supports farmers would be encouraged to do some experimenting with new crops. If we have a surplus of wheat and the price supports go down on wheat the farmer would try to raise some other crop that would yield him more money. This would also cut down on the surplus of wheat and eventually the price of wheat would go higher.

The system of price supports at high rates has caused the price of American farm products to go so high that our foods and fibers are priced out of the world market. This has happened in the case of cotton and tobacco.

Even the most elementary student of economics knows the importance of world markets in maintaining high prices for American farm products. Whenever we find that we are unable to sell our surplus farm products in the world market to other

countries we are building up the surplus that will remain in this country. The result will be that during the coming year we will have a large surplus to keep the price of the new crop at a lower level.

We have a perfect example of what happens when prices of cotton are held abnormally high by the government. Prices of cotton have been held above the price that foreign countries are willing and able to pay because of the parity payments that the government has maintained.

While this has happened thousands of bales of cotton have become surplus and we have a very low market price for cotton now because this large surplus is always with us. What happens when the price of American cotton gets too high is that foreign countries refrain from buying.

Then when the price tumbles to a much lower point these foreign countries buy the cotton that they need. The result is that foreign countries wait until the price is depressed before they buy, and it is the American government that must pay the cost of this wasteful system through parity payments to cotton farmers.

The accomplishments of the myriads are many and varied and contribute materially to the welfare of the universe—without reward of inducible prizes.

The Commencement Prize

"A PRIZE of \$10.00 from the Folk Food Store to the student attaining the highest average in shorthand goes to Mary Black." "A prize of \$15.00 from the John Adams company to the student attaining the highest academic average for three years goes to John Drew." "A prize of ———" and so on in this manner the high school principal intones until all the prizes have been awarded.

What the writer has reference to, of course, is the annual prize awarding ceremony at high school commencement exercises.

The past June saw the above scene or similar scene enacted in high schools across our nation. The fortunate recipients smiled broadly as they marched to the front of their class to receive the award including a hearty handclasp of congratulations from the principal.

Those sitting in the audience couldn't help being impressed with the fact that the students receiving the awards were the outstanding students of the class and who made some outstanding achievement, accomplishment, or contribution to

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the school. There also was the feeling that these were the ones most likely to succeed in the wide world beyond the classroom walls.

Now what about those students who did not receive any award or recognition for academic or athletic achievement? Those who were not blessed with high native ability or some exceptional talent. Those who were not the leaders or star athletes.

Let me tell you about the accomplishments of some of these students in the graduating class in my high school the past June. I know they were also present in the graduating class in every other high school.

Ruth was a student whose parents were not too concerned about her general welfare much less her attainments in school. Ruth worked in a store to earn money to provide for her own personal needs

so that she might continue in school. It was a great hardship and discouraging for her to stay in school but she stuck it out and graduated. Academically her grades were slightly above average.

Pearl was going on her twenty-first birthday when she graduated. She had limited ability. Learning was difficult for her. She had failed three grades but she persisted in her efforts to graduate and finally succeeded. She was a frequent visitor to my office in her last year seeking advice and encouragement. She was the most conscientious student in the class.

Gerald was an average student. He was in the part-time junk business which he started himself. Evenings after school and Saturdays he went around and bought up old cars. He cut them up and sold them to scrap dealers. Some months he averaged \$100 or more. He hopes to continue this full-time after graduating.

John had turned twenty in his senior year. He failed three grades, had limited academic ability, and was close to being the bottom man in his class. Evenings after school and summers he worked for his father in the butchering business. John knows how to slaughter and can cut up a carcass and dress it. He will continue in the butchering trade. Too bad they didn't award a prize for this accomplishment. He will do all right for himself in the business of his choice.

Shirley was approaching her twentieth birthday on the day of graduation. She was a very poor student and had to struggle hard with her school work. There was a grave doubt whether she would even graduate. Thanks to her persistence and the kindness of the teacher she succeeded. She belongs to the 4-H Club, has won several first prizes at the State 4-H Club meet for her livestock, canned vegetables, and has a collection of insects. She hopes to stay on the farm and become a housekeeper. Is there any question as to whether she will succeed in life as a housekeeper? But they don't have prizes for outside accomplishments.

Mary Ellen was an average student. She came from a family of nine children. They lived in a three room house. Her daily tasks evenings after school were to wash, iron, and prepare meals for a sickly mother. She had no privacy of having her own bedroom or a quiet place to study. She made all her own clothes. She never had a new coat for her very own. In her senior year she finally was able to purchase one at a sale out of the money she had earned during the summer on a part-time job

that had been secured for her. She was a most cheerful student and took an active interest in school. She had a deep desire to go to college but realized the futility in her circumstances. Who in the audience if confronted with the obstacles of this girl could have carried on without complaining? The writer believes many others would have given up and sought pity or help—not Mary.

I could continue with additional examples of students who overcome handicaps and other distresses and achieved their goal—a diploma. In my opinion they have been just as successful in their accomplishments as those who achieved academically or otherwise.

As I stood in the hall watching the final procession of the students to the auditorium to receive their diplomas and prizes many of the students as they passed would smile or wink and flash the sign of victory. There was a feeling of warmth and understanding between us. They had shared with me many of their secrets, hopes, and heartaches. For them their goal was in sight.

As they stepped forth to receive their diploma I couldn't help but admire the courage and determination it took for these students to overcome the obstacles thrust in their path or how some persisted in spite of their mental handicap. These students didn't worry or feel disappointed because they didn't receive a prize or the plaudits of the audience. In their mind they received the greatest prize of the evening—a high school diploma. In addition to this they already had met some of life's encounters and had scored some conquests. Some were already fairly well-equipped to meet life while many of their classmates still had it to face for the first time.

So kind readers, the next time you observe commencement exercises I leave it up to you to decide which students made the greatest achievement? Which students are most likely to succeed? Which students deserve the Commencement prizes?

Perhaps what I have written may have little impact or won't change anything. Frankly, it is not written with the idea of changing anything, but I do believe the reader will view commencement exercises with a new feeling of warmth and admiration for the students as they step up to receive their diplomas! I believe there will be a greater respect for the unheralded student who usually turns out to be a good hard-working individual and a good citizen. In the final analysis, being a good citizen is a mark of success and accomplishment. Don't you agree?

Camping schools are effective means of promoting additional educational and instructional facilities—especially apropos in certain areas and situations.

School Camps and Camping

THE CONCEPT OF THE NEED for school-supported camp experiences for students is probably the newest area of evolution of American educational philosophy. If a school system wishes a reasonably efficient, educationally-valuable camp program, careful attention must be given many factors. Perhaps a good way to present some of these factors is to ask pertinent questions.¹

What types of school camps are there?

A school which has no experience in camping should not plunge in and attempt to rival one which has had several years of successful camping. It should start small and develop gradually over a period of years.

For example, here according to Helen MacKintosh,² is a logical and progressive program of outdoor activities and camping.

1. General outdoor activities—walking games, nature, campcraft, skills, outdoor cooking, outdoor crafts—aimed to introduce outdoor possibilities and appreciation of the out-of-doors; to teach skills such as cooking, fire prevention; to build resourcefulness. Correlates closely with nature study and science.

2. All-day hikes or outings—include the same activities as above but with more possibilities for planning by the students. Definitely include outdoor food, and tie in with current curriculum, such as going to see a quarry or a sawmill in operation.

3. Day camping—planned for a series of days. Children return to own homes at night, except for occasional overnight stays. Could be scheduled on weekdays or Saturdays, or during vacations. Camp group is organized into definite small groups with continuing staff of leaders. Will take care of larger group of children from varied classes or schools.

4. Week-end or short-term camp—Groups with adults go to an established place, such as a farmhouse or cabin for several days or a week-end. Need to plan equipment, food, housekeeping

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schedule, etc. Program will depend on the site and the needs of the group. May be for study or practice of skills, or for recreation, or probably a combination of both.

5. Established camping—Camps set up with living quarters, to house from 50 to 150 campers and staff in units of 16-24 campers. Has resident staff of adults; campers come to camps, stay for one or two weeks or more. Could be worked out for grades to attend with own teachers with, of course, supplementary resident staff.

How can a school-camp be promoted?

By developing necessary community education and support. The billion dollar business of advertising has grown out of the necessity to "sell" or educate the public on products, processes, or points of view. This need is present in any educational endeavor that represents a departure from the norm. With such a radical departure as camping education this need is especially pressing.

Many techniques may be utilized. Among these are:

1. Speeches at local meetings by interested personnel
2. Newspaper coverage
3. Folders or brochures
4. Audio-visual materials—television, radio, or posters
5. Bulletins—especially those prepared by camper and pre-camp groups
6. Camp visits by parent and community groups
7. Letters from campers to friends and family

By formation of a community planning committee, sponsors can attempt to enlist active support of a camp program by involving community members. Two cautions must be observed—that the committee include all potentially interested groups; and that the committee not become so large its efficiency is negated. The following list suggests those groups whose participation is vitally necessary to insure any chance of success.

- a. Board of Education
- b. Superintendent's office

1. In addition to the references quoted, two others are well worth reading: the entire number of *Education*, Sept. 1952, and Donaldson, G. W., *School Camping*, New York, Association Press, 1953.

2. Helen MacKintosh, *Camping and Outdoors Experiences in The School Program*, Washington, D.C., U.S. Government Printing Office, 1947.

- e. Teacher representatives
- d. P.T.A., parent, and civic groups such as the Lions and Rotary Clubs
- e. Resource personnel—experts in camping organization

What legal phases should be investigated?

Before any action is taken the local board of education should check to be certain that the state gives them the legal authority to sponsor such a program. In some states legislative action may be necessary to remove or alter laws which would tend to inhibit camp programs. At the very least an "enabling act," that states that school-camping programs may be sponsored by local boards, is often necessary.

Many states have laws which affect or regulate camping programs in many ways. Freeberg and Heffington in the March, 1951, *Camping Magazine* have summarized the existing laws of that nature. These must be carefully investigated to insure against costly mistakes as well as possible illegal actions of the camp sponsors.

What is a good camp site?

To be satisfactory, a site must meet requirements such as these:

1. Relatively easily accessible, especially for vehicular traffic.
2. Free from fire or other hazards.
3. Meet health and sanitation standards including sufficient certified water supply.
4. Provide abundant variety of natural resources.
5. Include area for shelter and cooking facilities as a minimum.
6. Include or have access to swimming facilities.
7. Be relatively isolated from civilization to permit privacy.

Local, state, or national parks in the vicinity may be willing to lease their facilities if a system does not wish the expense of buying a site. The same may be true of camps owned by private sources. There are many possible groups from whom one could lease camping facilities.

Who goes to camp and how long do they stay?

Practical considerations, such as number of beds available, limit the group going to camp during a given period. For that reason it may be expedient to restrict groups going according to age, school grade level, expressed interest, or other factors.

Who pays for the camp?

As it is all too often, this is the key to all

other activities—limiting activities regardless of the enthusiasm of the system. According to Julian Smith:³

"1. The family should assume cost of food of students in camp just as at home. Home should keep its right to assume responsibilities for maintenance of its members.

2. Boards of education should assume costs of instruction just as in the traditional school.

3. For those families that are unable financially to assume the cost of food for children at camp, the regularly constituted social agency that normally takes care of them at home should assume the responsibility at camp.

4. Camps and other facilities should be provided by the school district or other appropriate governmental units such as state or county. Inasmuch as the camp is considered part of the school plant, the board of education should assume any cost in making facilities available for the camp program."

That a camping program requires a somewhat complex budget is evidenced by the following typical illustration.

Areas of Expenditure

- "1. Instruction
 - a. Salaries
 1. Camp personnel
 2. Classroom teachers
 3. Necessary substitute teachers
 - b. Supplies for nature study and museum program.
 - c. Medical supplies
 - d. Cook-out equipment
 - e. Arts, crafts, and playground equipment
 - f. Audio-visual equipment
 - g. Books
2. Maintenance
 - a. Salaries of personnel
 - b. Supplies needed
 - c. Utilities—light, fuel, water
 - d. Repair expenses
 - e. Depreciation
3. Food
 - a. Salaries of personnel
 - b. Supplies—replacing dishes, etc.
 - c. Food
 - d. Utilities—light and fuel
4. Transportation

3. Quoted by Helen Manley and M. F. Drury, *Education Through School Camping*, p. 56. St. Louis, Missouri, C. V. Mosby Co., 1952.

5. Administration

- a. Salaries of personnel
- b. Supplies—paper, etc.
- c. Transportation to and from camp
- d. Communications—telephone calls, etc.
- e. Publicity and public relations
- f. Professional meetings⁴

What physical facilities are essential?

Relative layouts of the facilities vary greatly from camp to camp and should be planned according to each location. However, the group of buildings in any camp does not vary too much. Provision should be made for these buildings and areas:

1. Administration building
2. Covered garage, repair shop, parking area
3. Dining hall and kitchen, cooks' cabins
 - a. Separate dining hall and kitchen
 - b. Dining hall should be large and quiet enough for relaxing
 - c. Tables in units of six-ten seats best
4. Quarters for maintenance staff
5. All-weather recreation lodge
6. Storage area for supplies
7. First-aid station or infirmary
8. Central washhouse with hot water
9. Staff living quarters, library, and museum—if they are not included in the administration building
10. Activity facilities
 - a. Swimming and waterfront facilities
 - b. Crafts shop
 - c. Out-camp area for group conservation projects
 - d. Play field area

If facilities are rented or leased, a checklist such as this should be used to guarantee the adequacy of facilities or to compare the desirability of available camp sites.

What is the nature and size of an adequate instructional staff?

Should classroom teachers accompany their classes to camp and be responsible for most of their activities? If they do, they have an unparalleled opportunity to study their youngsters, and the youngsters have the same opportunity. A saving in camp staff size is possible if regular teachers are utilized in camp. Of course, any saving is offset by the necessary employment of substitutes where the class does not go to camp en masse or where the teacher teaches several classes.

4. Manley and Drury, *Ibid.*, pp. 49-54.

The director of such an enterprise should have had teaching experience and a strong interest or experience in camping.

Counselors and resource personnel may be one and the same people. However, counselors must be very carefully chosen because the bulk of student guidance falls on their shoulders. They are usually assigned to sleeping units of 8-10 campers and often are the camp representatives with whom the student becomes most intimate.

Resource personnel are specialists responsible for one area of the camp curriculum. Obviously they must correlate their activity with the remainder of the camping program.

Other camp personnel are: 1. Maintenance personnel; 2. Medical staff (at least a full-time nurse); and 3. Food staff (at least a dietician and an assistant).

Training of the instructional staff as well as the counselor staff may be accomplished by academic courses given at local colleges or universities or by an intensive pre-camp training period of the site.

Should the camp curriculum correlate with school work?

Yes. It must be recognized that everything a student does at camp may be considered a part of the curriculum. A partial listing of educative experiences to be found in camp situations and settings will indicate this.

1. Personal care—baths, mental health, etc.
2. Sufficient sleep and rest
3. Eating habits
4. Good manners
5. Assistance with chores
6. Hikes and cook-outs
7. Sports and games
8. Group meetings
9. Flag ceremonies
10. Camp store
11. Dramatics, music, and all forms of dancing
12. Campfires

These experiences must be carefully planned and correlated to be of maximum benefit to the child. A curriculum evolved by a joint camp-school committee is most desirable. The resulting curriculum should be flexible enough to permit students some choice of equally valid alternatives.

An important component of any curriculum is an effective camp crafts program. Materials used should be part of the camp environment and should be used to make projects that reflect cre-

ative use of the natural environment. Things like ready-to-make wallet kits, so frequently seen in camps, are valueless in a true camp program.

Should there be a rigid daily camp schedule?

The schedule may be organized in many ways ranging from a rigid time schedule of events to a self-determined schedule (pupil-made) with a high degree of flexibility. In general it is probably best to rigidly schedule the first few days until the campers become oriented. This provides a considerable feeling of security for each child. After he is oriented, a more flexible schedule which the students participate in setting up would be better.

Because the first day at camp can make or break the camp atmosphere and experience, it should receive special attention by the planners.

How can camping experience be evaluated?

Evaluation usually is very difficult because:

1. There are no available objective instruments for measuring camp-caused growth of students;
2. Personal-social growth—a field of importance in camping objectives—is more subjective than objective; and
3. The camping period is often too short to produce easily discernible changes in an individual.

However, a few, highly subjective instruments are available—the most used being the questionnaire. Sociograms, personal observations of the staff, physical examinations (before and after camp), and tests in subject areas may help to evaluate the program. A good procedure is to place the student in a problem situation which requires that he make use of some skills supposedly acquired in camp.

Various authors have suggested salient points that should be evaluated. Manley and Drury, for example, suggest five vital areas of evaluation.⁵

"1. How well have the campers accepted the aims and objectives of the program?

2. What values do campers, parents, teachers, and counselors feel have been the most important?

3. To what extent has the school correlated work with the camp?

4. Have learnings in subject matter areas been continued during the camping experience?

5. What are the opinions of the campers, parents, teachers, and counselors in regard to the camp administration and program?"

5. Manley and Drury, *Ibid.*, pp. 272-273.

Naturally if a school system wishes to receive continued public support for a camping program, it must show what the present program has accomplished. Thus, a serious attempt at evaluation is a virtual necessity.

What will be the future of school camps and camping activities?

As educators review their curricula in search of the combination of factors that will provide the the education required by modern society, increasing attention will be paid school camping. More schools will establish carefully planned camp programs ranging from experimental groups to a permanent school camp as they become more experienced.

"As schools are willing to redirect and recast educational offerings . . . , there will be found enough leadership, resources, and facilities to provide a camp experience for children . . . for it is a self-contained classroom operating in a larger and well-equipped laboratory—the out-of-doors."⁶

6. Julian Smith, "Outdoor Schools," *The National Elementary Principal*, XXXI, No. 5 (Aug. 1952), pp. 30-35.

C.H.S. Code

CHEYENNE HIGH SCHOOL Cheyenne, Wyoming

Here we have a set of rules

That every student should know.

They will make the world a better place

To live, to work, and to grow:

We should have respect for the other fellow,

Respect his rights and his feelings.

It's wise to remember our duties

And be honest in all our dealings;

And watch how you act in public,

For others are watching you too;

At games always be a good sport,

Be courteous, whatever you do.

Keep safety in mind when you're driving;

Showing off is no more in fashion.

It's true that love makes the world go round,

But should you exhibit your passion?

Please heed these words of sound advice,

And let common sense be your guide.

If you can be proud of your actions,

The good Lord will stay on your side.

Extremely valuable educational media are involved in the planning, preparing, producing, and presenting a student assembly program as described here.

Tape Recorded Plays

ONE OF THE MOST INTERESTING AND EDUCATIONALLY VALUABLE ACTIVITIES conducted in a class last year was tape recording plays, to be used as an assembly program. Neither the boys and girls nor the teacher had used a tape recorder so the experience was new to all, and needed practically no other motivation. The objectives of the program included:

1. To learn to use a tape recorder
2. To improve language arts of the group
 - a. Speaking habits
 - b. Diction
 - c. Enunciation
 - d. Expression
3. To increase ability in oral reading
4. To aid in appreciation and understanding other peoples
5. To increase and build a literary background
6. To entertain the school at an assembly program, this type having never before been tried

The tape recorder and a roll of tape were borrowed from the central office, the school having none of its own. The children were fascinated by the machine and what it could do. The set up of the machine was explained in detail and each child had an opportunity to record his voice and hear a play back before the principal activity was begun.

Over a period of two weeks the class read the plays in "The Straw Ox and Other Tales" by Fan Kissen; then voted for two favorites to be recorded. The new vocabulary necessary for a finished production was discussed. These terms included: narrator, bridge, up out, under, fade, fade in, and off mike. The duties of the announcer, sound man, and music man were clarified.

Before electing the cast and technicians (sound man, music man) the class decided on certain standards to help them evaluate the performance tryouts. These standards included:

1. Does the child speak clearly?

MARGARET K. HANWELL
Glenfield School
Montclair, New Jersey

2. Has he made himself familiar with the part?

3. Does he use proper expression for interpreting his part?

4. Does he keep the place and come in on time?

5. Does he keep absolutely still when others are performing, so the tape will not be cluttered with unnecessary noise?

Every child wanted to participate in the tryouts. Since there were twenty-three in the class this was possible, and children volunteered for parts they liked best. The teacher chose the cast and technicians for the tryouts. If each child wasn't chosen for the part he wanted most, he gracefully accepted another part. The poorer readers volunteered for music man and sound man, and were chosen.

The sound man collected the necessary implements (pictured in the book mentioned above); the participants were grouped around two tables pushed together; the recorder was threaded, set up, and plugged in; the microphone anchored at one end of the table; the switch flicked; and we were in production.

After the first play was recorded the same procedure was followed for the second play. Both recordings were without incident except for the fact that signs had not been posted on the doors to provide against interruption, and the assistant principal came in, as well as a messenger from another class. The office had not been notified of the plans and the secretary phoned a message. When the plays were recorded subsequently provisions against such interruptions were made.

Playing back the tape was most interesting. The children were amazed at the sound of their own voices and invariably giggled the first time they heard themselves. Once the initial shock wore off, however, they quickly became absorbed in the production itself.

Following the play back there was much discussion in light of the standards already established. The discussion provided an excellent opportunity to give and take constructive criticism. At the conclusion of the discussion the cast and technicians for the plays to be used in the assembly program were elected by the children.

Every child participated in the final performance. The chosen casts practiced several times without being recorded, each cast acting as critics for each other. The improvements in diction, expression, and character interpretation resulting from practice and class criticism and suggestions were amazing.

After making careful preparations against interruptions and extraneous noises, and for appropriate sound effects and musical selections, the final recording was accomplished to the satisfaction of all concerned.

Giving the program in assembly is yet to be accomplished. It will involve amplifying the tape recording over the public address system. Either the class will have to learn how to use that equipment or the group of boys trained in its use will come to our aid. School policy on use of equipment will have definite bearing on this.

There are many factors to be considered in evaluating the activity, knowledges gained by children being perhaps the most valuable. The increase in ability to read orally was obvious; perhaps dependent on the motivation; perhaps because of the purpose stimulating the experience.

Speaking habits, diction, enunciation, and expression all showed growth and improvement. Because there were no costumes, scenery, facial expressions to help the audience grasp the spirit of the play and meaning of the dialogue, the understanding and enjoyment of the play depended completely on the clarity and expression with which the actors read their lines.

This type program was particularly good for the shy self-conscious child who dreaded facing an audience. The short speech did not allow time for tension to build up and become a block to performance. The members of the cast received a sense of achievement not always experienced in classroom oral reading situations.

The stories used represented the folk lore of many nations. These countries were located on the map, bits of geographic and social knowledges were explained to the children, and they became somewhat familiar with the customs, food, cloth-

ing, and shelter of the lands from which the stories came.

Library books about the countries were brought into the classroom and opportunities made available not only to read the books but to discuss the pertinent facts acquired. Thus the understanding that people all over the world have the same basic interests, likes, and dislikes, as we have was established. Emphasizing likenesses between groups of peoples rather than differences helps to form a feeling of world fellowship.

Because the stories read were mainly folk tales, the children's literary background was increased. The school program today is often overcrowded to the teachers' way of thinking. The above described activity provided an opportunity for the introduction of classics which should be the traditional heritage of all children.

The problems and difficulties involved were not exceptional. A set of the book of plays was available in the school library. The tape recorder and tape was on call at the central office. Since at least fourteen schools may use the equipment it is good to reserve it well in advance and to try to use it before the various school music festivals, concerts, etc., get underway. The elimination of extraneous noises and interruptions took careful planning, involving the school office and other classes.

One factor about which the decision has yet to be made is the time element. The program was worthwhile and should have far reaching permanent results but it did take a great deal of classroom time. For approximately three weeks at least an hour a day was devoted to the project, sometimes more.

Perhaps the culmination of the activity should have been entertaining the school at an assembly program, instead of having that as an objective. Then there would have been less time pressure. Incorporating the procedures into the yearly plan of the classroom program might also have eliminated the pressure—which is the plan that will be in operation in the future.

The outcomes of the activity were varied and included:

1. The knowledge of the use and workings of the tape recorder
2. An increased working vocabulary
3. The improvement of speaking habits, diction, enunciation, expression—all language arts
4. An increased ability in oral reading

5. The appreciation of the literature of other countries

6. The knowledge of the ways of life in other countries of the world

7. The ability to locate the countries on the map

8. An increased literary background

9. An opportunity to give pleasure to others in the form of an assembly program for the school

10. The ability to give and take objective constructive criticism.

To sum up the activity in a few words—time consuming but very worthwhile; extremely valuable educational media are involved.

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A Student Pep Rally

HUMBOLDT HIGH SCHOOL Humboldt, Kansas

Students of the Humboldt High School, Humboldt, Kansas, gather for a pep rally. Such rallies are held preceding football, basketball, and other athletic events. The meeting is held in the school's gymnasium. As usual, the cheerleaders and pep



Cheerleaders are Active

club members are in charge of the program. A pep band is on hand to assist. Such meetings promote school spirit; and provide opportunity for practice for the regular games when visitors are present and in competition.

October, 1956

Among The Books

ALLIED ACTIVITIES IN THE SECONDARY SCHOOL. By Louis R. Kilzer, Harold H. Stephenson, H. Orville Nordberg. Harper & Brothers, 49 East 33rd Street, New York 16, New York. \$4.50.

Three leading educators have combined their knowledge, observations, and experience and have compiled an excellent treatise in the field of extracurricular or allied activities. They have made available an excellent guide for sponsors and directors of activity programs; all teachers and administrators. Philosophy, aims, and objectives, functions, organization, sources, administration, evaluation, and realization of various activities are presented in an interesting and helpful manner.

The content includes: A Philosophy of Allied Activities; Encouraging and Limiting Participation; The Home Room; School Clubs; Secret Societies; Assemblies; Pupil Participation in School Government; School Athletics; Music; Dramatics, and the Spoken Word; School Publications; Financial Aspects of Allied Activities; School Camping, Outdoor Education, and Field Trips; The Social Activities of the School; Commencements. A section of pictures showing students in action in various activities is included in the book.

Each chapter is concluded with a Summary, Exercises and Problems, and Selected References. A Name Index and Subject Index—in addition to Table of Contents—make the material readily available and usable.

What You Need

FILMS FOR SCHOOL'S USE

Fifty-seven films which schools and other groups may borrow free of charge for non-commercial use are listed in General Motors' new motion picture film catalogue. All with sound, and many in color, the films range in length from nine to 55 minutes.—Texas Outlook

MATERIAL IS AVAILABLE

National Music for Junior Classical League Creed are for sale—20 for \$1.00. Order from Adeline E. Reeping, Latrobe High School, Latrobe, Pennsylvania.

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ASSEMBLY PROGRAMS

for November

The interest-developing possibilities of the assembly program are almost as numerous and as broad as the whole expanse of man's activities. Further, assembly experience should not only increase the range and the variety of a student's interests but should also deepen those he already has because of the presentations by those individuals who know more about them than he does. Then too, in helping to present his interests he can enrich his own knowledge of an experience with them.

An increasingly important objective of education is the humanizing and the improvement of recreation. The amount of leisure at the disposal of the individual is becoming greater each year, and the methods of utilizing this time are becoming more highly commercialized and diversified. Consequently, a more discriminating sense of values on the part of the individual is increasingly needed. Here the assembly offers fine educational opportunities.

Assembly programs of music, dramatics, speaking, exhibitions, and demonstrations may show the school what is good without sermonizing about it. This is comparatively easy to do if competitions between classes, rooms, organizations, or other groups are promoted. Such competitions demand the setting of standards and the judging of merit on the basis of these.

Relatively few students will participate in music, apart from group participation, and still fewer will ever be producers but all of them will be lifelong consumers of music. The average student will never take a single lesson in art because he has no artistic ability, but he will consume art in pictures, sculpture, curtains, draperies, silverware, vases, furniture, clothing, automobiles, airplanes, etc., all of his life.

The same can be said of literature. Probably all desirable activities of the school offer, to some degree, opportunities for developing the students' standard of the beautiful. And many may be represented in assembly programs.

The school assembly program offers opportunity to recognize worthwhile achievement. In far too many schools success in athletics appears to be about the only achievement recognized. It should be needless to state that outstanding accomplishment of any nature, curricular or extracurricular, should be recognized before the entire school.

This will not only appropriately reward the achiever but also motivate other students to simi-

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et al.

lar accomplishment. They may not have intrinsic worth or value, but pins, certificates, letters, medals, ribbons, cups, scrolls, and plaques are visible proofs of recognition which the students will always prize highly. "They will prize the prizes."

One could hardly justify the assembly program solely on the basis of its values to those who participate directly in it, but these are values that cannot be overlooked. Organizing, preparing, and presenting a program of any kind provide many educational opportunities to those who perform these activities. Writing, speaking, playing, acting, making scenery and costumes, managing, advertising, prompting, and handling the stage effects also have real educational values.

AMERICAN EDUCATION WEEK

The importance of American Education Week cannot be overlooked in presenting assembly programs during the month of November. The theme this year is "Schools for a Strong America." Some suggested plays and pageants are: "We Pledge Allegiance;" "Beachhead for Freedom;" "Seeing Is Believing;" "Liberty's Best Friend;" "Our School Today;" "We Hold These Truths;" "The American Way." Scripts for any of these programs may be purchased from The National Education Association, 1201 Sixteenth Street, N. W., Washington 6, D. C.

VETERAN'S DAY

"Our Spiritual and National Heritage." This is the topic for November 11, as suggested by the committee on American Education Week. This day is observed in honor of those who have served in the Armed Forces. President Eisenhower will place a wreath beside the Tomb of the Unknown Soldier on this day.

READ! THINK! **STUDY!**
Believe! *Evaluate!*
EXAMINE! *Utilize!* **TEST!**
INVESTIGATE! **ACT!** **ASSIMILATE!**
APPLY! **USE!** *Patronize!*
Keep! **TRY!** **ACT!** **BUY!**
SCRUTINIZE! *Benefit!* **ORDER!**
DELIBERATE! *Buy!* *Be Glad!* **REJOICE!** *Thrill!*

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AN ORIGINAL THANKSGIVING PLAY

Lenore Aduato, Department of Music and John Thomas, Department of Social Studies, Cleveland Junior High School, Newark, New Jersey

This program was well received by pupils and teachers; and some visiting parents. The staging is simple since only chairs, table, lamp, etc., are needed to give the appearance of a room in the pupil's home. The art department made a picture of the front of a television set and a window for the back wall to help make the stage look like a room. (Songs and dances of any nation may be substituted if so desired.)

"The World Counts Its Blessings"

The characters are as follows:

Henry _____	Another _____
Jane _____	Juanita _____
First _____	Jerry _____
Second _____	Others _____
	(4 or 5 or more)

Chorus—(of pupils in pit or on the side to assist in the singing and speaking.)

Directions: (As the curtains part we see a room in a typical home of a family of two students. A brother, Henry and his sister, Jane, are reading the evening newspaper. The room is arranged in preparation for a meeting of one of the school's clubs. The meeting is being held at the home of two club members instead of a classroom at school.)

Henry: Golly, sis, it's almost seven o'clock and none of the kids have come to the meeting yet. I'll bet you dollars to doughnuts that we are going to be the only ones here tonight.

Jane: Now Hank, you certainly aren't very patient. Besides, my watch has only six-thirty and the meeting is scheduled for seven o'clock. (Knock on the front door.) Listen, there's someone at the front door. Will you open it, it's probably the gang.

(Henry goes to open the door while Jane puts the newspaper away. Henry returns with four companions and after informal greetings, one of them speaks.)

First: Are we the first to arrive?

Jane: Yes, but the others will be along soon, I hope.

Second: Say, Jane, why did we meet here in all this secrecy instead of having our meeting at school?

Henry: I can answer that question. I suggested this meeting because I thought this would be the opportunity to prepare our surprise program. We are even going to surprise our sponsor, by arranging the whole thing entirely by ourselves. (There is another knock at the door.) Wait, I'll get the door, it may be someone else. (Henry returns with several other members and after the greetings, Jane speaks.)

Jane: Are we all present now?

Another: No, Jeannette is not here. I stopped by her house; but her mother said that she would be a little late. She's visiting some new girl named Maria, who has just come to live here.

Henry: What do you mean "just come to live here?"

Another: Well, up 'til a few weeks ago, Maria lived in Rome, Italy; but she is going to live in our country now.

Jane: I've got an idea. How about inviting Maria to join our club. I'm sure she could give us some first hand information about Rome and Italy.

Others: That's a cool idea; that's okay, etc.

Henry: Come on, let's get down to the business at hand. I've got a television program to see at nine o'clock.

Others: Hum theme from "Dragnet."

Henry: Cut the clowning. (Pause) Now, what kind of program should the Explorers Club present for the Thanksgiving assembly?

Others: I don't know; etc.

Jane: Gee, Jeannette always has the best ideas but she's at Maria's house.

Henry: Say, maybe we can have this Maria tell the school how they celebrate Thanksgiving in Italy.

Jane: That's a swell idea. I'll call and leave a message for Jeannette to come over as soon as possible and to bring Maria along. (Jane leaves room to phone.)

Another: Juanita, what about Mexico? How do they celebrate Thanksgiving there?

Juanita: They really do not have a Thanksgiving in Mexico, but they do celebrate the harvest season the same as in most European countries.

Jane: What do they do in a harvest celebration?

Juanita: Oh, it's a very happy time. All the farmers and their neighbors get together after the harvest has been gathered and they celebrate their good fortune by singing and dancing for hours on end.

Another: What kind of dances?

Juanita: In our village we always danced the Raspa which is now quite popular on dance floors all over the world.

Henry: How about showing this Raspa to us?

Juanita: I will if someone will volunteer to be my partner. Jerry, you like to dance, how about it?

Others: C'mon Jerry; give it a try.

Jerry: Okay, you'll be sorry. Put the record on. (Dance the La Raspa to the record. Audience applauds.)

Jane: Listen, I know a very cute French song called "Alouetta"; maybe we could add that along

with Juanita's dance to our program. I'd be willing to sing it.

Henry: It's a good song to sing providing "you" don't sing it.

Another: Don't listen to your brother, he's only jealous. Go ahead and sing the song for us.

Jane: Thank you. (Jane sings. All applaud except Henry who shakes his head.)

Henry: What are we going to call this program, anyway?

First: How about "Thanksgiving All Over the World?"

Henry: That wouldn't be correct since they do not celebrate Thanksgiving in other countries.

Second: Let's just call it, "The World Counts Its Blessings."

Henry: Suits me.

Others: Sounds okay; that's a cool name; etc. (Knock on the door and Jeannette and Maria are ushered in. After greetings and introductions, Henry speaks.)

Henry: Say Maria, what songs are popular in Rome around harvest time?

Maria: Let's see, songs like "Ciribiribin," "O Sole Mio," and "Santa Lucia" are always popular in Italy.

Jane: Could you sing any of these for our assembly program? Better still, how about giving us a sample now?

Henry: Don't be afraid. You can't be any worse than a certain party that sang "Alouetta."

Maria: All right, I'll try to sing my favorite which is ————
(One of above songs. After song, applause, etc.)

Henry: Well, I think we have a fairly good start for our program. Now let's see; Juanita and Jerry will dance the "La Raspa," Jane will (ugh) sing "Alouetta," and Maria will sing ————

First: Before we go any further, we had better start thinking how we are going to bring Thanksgiving in America into the picture.

Others: That's right.

Second: Listen gang, I think I'm getting another gem. Since the theme is "The World Counts Its Blessings," how about using the song, "Count Your Blessings" as America's contribution to the musical part of the program.

Others: You're really on the ball tonight. That's a crazy idea; etc.

Jane: I'll volunteer to sing it if we can't get anyone else to do it.

**HANDBOOK FOR
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Henry: Oh no! This time I have the idea and it doesn't include a solo by you. I think that "Count Your Blessings" (from the motion picture, "White Christmas") should be sung by the whole group.

Group: That is a good idea.

Jane: Okay, I can take a hint, but I do have another suggestion. I don't want to sound corny but I think that somewhere on this program we should mention the real spirit of Thanksgiving. After all we do have a lot to be thankful for. We can go to any church we like, we can speak our mind without fear of being sent to a concentration camp. We can vote the way we like; and many other things which too many of us take for granted.

First: That's not a corny idea and I feel all of us should think over this idea and bring in others when we have our next meeting. I am sure there are hundreds of things that American boys and girls can be thankful for.

Others: Good idea; that's what we'll do; etc. First, let's try "Count Your Blessings"—now Chorus, will you help? Chorus—You bet! (They sing song.)

Jane: I think it's getting to be about the time for us to close this meeting, beside Hank will "bust a blood vessel" if he doesn't see Jack Webb tonight.

Juanita: Before we go what do you think about ending the program with the audience joining us to sing the Prayer of Thanksgiving (pause for reaction). You know it goes like this. (Starts song, group joins in.)

Hank: I really like that song; but I keep thinking about "Badge 714" if you know what I mean.

First: Okay, we can take a hint. Boy, you ought to be thankful for T.V. (Group gets up and leaves. Hank goes to T. V. set.)

Others: Goodnight Jane, see you tomorrow; goodnight Sergeant Friday.

Solo: (Chorus hums last part of "Count Your Blessings" while Soloist is speaking.) We hope you have enjoyed our presentation. Remember always, we in America do have a lot to be thankful for. We close by wishing that each one of you will have a very happy Thanksgiving.

(Songs and dance of any nation may be substituted if so desired.)

DEBATE

Materials



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News Notes and Comments

Speech Group to Meet

The Illinois Speech Association will hold its annual convention November 2 and 3 in the Illini Union at the University of Illinois. The theme will be "The Forward Look in Speech." All teachers interested in the area of speech, at all grade levels, are invited to attend. Registration fee is \$1.50, which entitles the participant to two issues of the *Illinois Speech News*. For complete details, write to Mrs. Melba R. Wixom, President, Illinois Speech Association, Waukegan Township Secondary Schools, Waukegan.—Illinois Education

International Conference on Recreation

More than 200 specialists on recreation and leisure from more than 15 foreign countries will join with 1,800 delegates from the United States and Canada in a week long International Recreation Congress at the Bellevue-Stratford Hotel in Philadelphia, September 30 to October 5.

This is the first international meeting on recreation to be held in the United States since 1932. This is the 50th anniversary year of the National Recreation Association, a Citizens' Organization supported by voluntary contributions.

Organize Interschool Council

An Interschool Council was formed last year by the four high schools of Wichita, Kansas. Students from the four high schools' student councils and members of the Interschool Council meet regularly to discuss their problems and activities in general. The organization was formed to help teen-agers unify their feelings and actions throughout the city instead of promoting rivalries that led to problems.

State J. C. L. Convention

The seventh annual State Junior Classical League Convention was held at the Catholic High School in Altoona, Pennsylvania, during the spring months, according to the Torch, Latrobe High School. Some 800 students and sponsors from approximately thirty schools and chapters were in attendance, many participating in the program. Sister M. Hildegard was the hostess sponsor.

Protect the Children

Impressed by the urgent need to reduce the possibility of serious injury to children using playground equipment, the Mitchell Rubber Products, of Los Angeles, California, have designed and manufactured the Safety Cushion School Block

of sturdy, black, resilient rubber cushioning material to accomplish the desired results and also withstand varying temperatures, sunlight, and weather-aging and retain original softness.

Safety Cushion School Matting can be installed by school maintenance personnel and upkeep is negligible. Price not prohibitive to any system. For further information address the company at 2114 San Fernando Road, Los Angeles 65.

School Papers are Indispensable

School newspapers have become an integral part of our secondary schools and colleges in the United States. Most school papers publish only school news although a few large university dailies do carry some state, national, and local stories. In the individual papers of our schools the careful reader finds a revealing picture of the student body and its school standards.—Martha Knight, Pullman, Washington; Washington Education

Educational TV

What educational TV might offer was pointed out in a two-year, state-wide survey conducted by the Illinois Congress and the Chicago public schools' radio and television division. Parents, children, youth, civic leaders, educators, and others want to see current events, information about state and local areas and their industries, arts and crafts, quiz shows with an accent on learning, know-how programs on social behavior, and programs that give moral and spiritual guidance.—Congress Bulletin

Junior Red Cross Camp

High school students of Montana, Idaho, Washington, and as far away as California and Alaska go to picturesque Flathead Lake for training in Junior Red Cross Leadership each summer. In a co-educational camp situation boys and girls of fifteen to seventeen selected by school personnel and sponsored by Red Cross chapters, spend ten days together in a unique endeavor. Chosen for their leadership qualities or potentials they engage in an adventure of learning which—according to their own statements—causes them "to do a lot of growing up in ten days."

The purpose of the training center is greater than mere acquisition of factual knowledge. It is designed to inspire the young people with the ideals of the Red Cross; to open up hitherto unknown vistas of humanitarian service in the community, the nation, and the world; to give them opportunities to practice effective leadership and

to guide them into applications of what they learn to their own home situation.—Montana Education

That's Sportsmanship

It happened last fall during the E. H. Crump Blind Football Game at Crump Stadium between Central, the Prep League champion, and Messick, which tied for second place. Frank Fletcher, speedy Messick back, broke loose late in the game and was away for what could have been the winning touchdown. But he was pulled down by the Warriors' Dick Vollmer, one of the fastest football players around these parts.

Despite losing the TD, Fletcher patted Vollmer on the back and shook hands with him. And despite the long run which could have been very costly to his team, Vollmer returned the gesture. The game ended in a 7-7 deadlock. Of such stuff, champions are made. Real sportsmanship.—John Rogers, Memphis Press-Scimitar; T.S.S.A.A. News

A Concert for Teen-Agers

Teen-age boys and girls really enjoy a symphony concert when it is designed and presented specifically for them in a selective atmosphere. This has been demonstrated in the high schools in the Springfield, Massachusetts, area, as de-

scribed by Richard C. Berg in *The Massachusetts Teacher*. One occasion was a "Teen-age Cushion Pops Concert." The young audience lounged on cushions scattered about the floor of the concert hall, rather than sitting in hard-backed chairs.

The concert was arranged and directed by Dr. Alexander Leslie, conductor of the Springfield Symphony Orchestra. It was an evening affair of the kind that appeals to the social as well as musical interests of teen-agers. Dancing followed the hour-and-a-half-long concert.

Student committees had planned such details as publicity, ticket sales, decorations, and coke-bar arrangements. The use of cushions made it possible to clear the dance floor quickly and easily. They were comfortable, too, and different. Students participated in a wholesome, esthetically-stimulating activity and should acquire the status of supporting excellent cultural activities.

High School Students Bowl

Bowling is the most popular physical education activity with students at Poly High School in San Francisco, according to school instructors.

More than 3,000 Poly students have learned to bowl since the program was initiated in 1950. Enrollment for bowling classes last semester was 400.

Many other San Francisco schools have offered bowling as an accredited sport in keeping with a nationwide trend. Poly's program is the largest in the city.

The students are most enthusiastic about the inclusion of bowling as a regular physical education activity judging from the individual comments of the students themselves. Bowling's appeal to the teen-agers is evidenced by the large number that participate in this activity after school hours.—In The Pocket

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How We Do It

TV CLASSROOM IS BORN

Largest of the Springfield Public Schools' almost a thousand classrooms is "Television Classroom," which has been a regular weekly visitor in the homes of millions of families in Springfield and its greater surrounding Ozarks area for more than 300 sessions in three and a half years.

"Television Classroom" arrived in Springfield right along with television itself in March of 1953. On the first night of programming on Springfield's first local television station, KTTS-TV, channel 10, a "Television Classroom" presentation was seen. It was a film program from the school system's curriculum library. "Television Classroom" Programs were seen daily at 6:30 p.m. on KTTS-TV during the first three months of channel 10's operation. Weekly session started in June of 1953.

Because of the record of service held by "Television Classroom," a regular flow of guests from other cities and states has observed presentations through the years. "Television Classroom" is viewed regularly in 86 per cent of Springfield's television-equipped school homes, and its viewership ratings place it among top network offerings in popularity.

"Television Classroom," unlike all other classrooms in the Springfield Public Schools, does not close for the summer months. However, the format undergoes a change each summer as programs are beamed more toward providing worthwhile summertime activities for vacationing school pupils.



History Clubbers Inspect Civil War Relics

Because of the wide-spread acceptance and tested effectiveness of "Television Classroom," the school system's No. 1 video showpiece, other short-run television productions have been telecast by the Springfield Public Schools from time to time

for specific purposes. In 1953-54, "Telecampus," a weekly report on school activities on KYTV, channel 3, was produced. In February of 1955, a series entitled "Tele-Spell," in the form of a video spelling game for elementary school children, had its inception on KTTS-TV, channel 10, and that Saturday morning series is being continued.

A program of youth news telecast by youth, entitled "Teen Time Topics," was originated during the 1955-56 school year under the auspices of journalism departments in Springfield senior and junior high schools. The Springfield Public Schools television production staff includes 1,000 staff members and more than 15,000 students.

"Television Classroom" Goals

The objectives of educational television productions of the Springfield Public Schools are supplemental to implementation of the school system's educational philosophy.

Goals of "Television Classroom" are:

1. To keep the public informed regarding operation of the Springfield Public Schools, including what is taught, how it is taught and why.
2. To present a balanced picture of the range of educational activities in today's public schools—in all curriculum areas and at all grade levels.
3. To contribute toward fulfillment of the school system's inherent obligation to offer resources of the schools for adult education.
4. To motivate pupil learnings and to provide in-service training for teachers through demonstrations in a wide variety of subjects with emphasis upon skill of performance, creativity, and imaginative approach.
5. To provide both teacher and student participants a working acquaintance with television, a mass communication medium destined to play an ever-increasing part in the world in which they must lead useful lives.

As supplemental objectives, the office of public information attempts through its regular weekly bulletin "Radio and TV Notes" to develop the concept that both television and radio are potent tools for education and that all must assume a share in development of programming trends.

Programming Procedures

A wide variety of programs and types of presentation helps to increase viewer appeal in "Tele-

vision Classroom." During the first three years of "Television Classroom" presentations have covered not only virtually every curriculum area and grade level from one through 12 but also casts from all 36 units of the school system.

An attempt is made during a given programming period to include a wide range of curriculum areas, grade levels, and schools from all geographical sections of the school district.

Subjects about which parents or other citizens most frequently ask questions are those to which priority is given. All staff members can assist in the identification of these subjects in which interpretation and illustration is needed.

Occasionally, trends in volume of "Television Classroom" mail responses on particular subjects offer guidance in programming, too.—Robert C. Glazier, Director, Public Information, Springfield Public Schools, Springfield, Missouri

ORGANIZE MIDDLE TENNESSEE INTERHIGH COUNCIL

The Student Councils of six high schools in the Middle Tennessee area recently combined to form the Middle Tennessee Interhigh Council. This is the only organization of its kind in Tennessee, in that schools of different cities compose the Interhigh Council.

These towns in Middle Tennessee—McMinnville, Sparta, Tracy City, Manchester, Tullahoma, and Shelbyville—vary in population from 1,000 to 9,000. In this area of farms, nurseries, lumber industries, and the Arnold Engineering Development Center, most high schools are county-operated and only Tullahoma, home of the A.E.D.C., is a city high school.

The enrollments of the schools vary from 400 to 800. The schools are well represented in athletics and several of the schools are members of the Southern Association of Secondary Schools and Colleges.

Student Councils in high schools in this area are relatively new and the duties vary in each school. All Student Councils represented are active groups in their respective schools, teacher



Ratifying the MTIC Constitution

sponsored, and the members are leaders and outstanding students in scholastics and activities.

A need has been realized for several years by the Student Councils of these schools and the school officials for an organization in this area of a Council among the high schools. Ideas could be exchanged, sportsmanship between the schools promoted, friendships made, and opportunities for student leadership provided.

These smaller high schools with good, active Student Councils and outstanding student leaders, as members of an Interhigh Council, would be so organized, that the group could nominate, promote, and have an important role in elections at the Convention.

The McMinnville Student Council in January, extended invitations to the high schools to meet at Central High School to discuss and plan the forming of the Interhigh Council. A group of intelligent, enthusiastic high school boys and girls attended bringing with them wonderful ideas for the organization of the Council.

Center High School in McMinnville was selected chairman or president of the Middle Tennessee Interhigh Council; Central High School in Shelbyville, vice president and Tullahoma High School, secretary. The McMinnville group chose local president, A. W. Powell, to be chairman and Sara Jane Croft, co-chairman.

The Interhigh Council meets every six weeks in one of the member schools for lunch and business. The four officers of each Student Council are voting delegates in the business meeting and each council may send another voting delegate, for a total of five voting delegates.

A Constitution has been written and ratified by the group and the Council has nominated and is planning strong support for the candidacy for the office of vice president at the State Convention.—Dollye Cardwell, co-sponsor, Central High School Student Council, McMinnville, Tenn.

"DADS' CLUB" PROMOTES MANY ACTIVITIES

Everyone enjoys the Debs' Dance, athletic banquets, and many other fine social events Roosevelt's Dads' Club gives to the students, but

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they don't know very much about this fine organization.

Roosevelt's Dads' Club was organized in 1948, which makes it the oldest club of its kind in the city. At the first meeting there were twelve people, and the treasury consisted of fifteen dollars; but by the end of the year, they had about eighty members.

Although their income that year was small, they succeeded in some very worthwhile projects; the first of which was patrolling the stadium at football games. Another project was the all-sports athletic banquet, which has since become an annual affair.

Since those first struggling days, the Dads' Club has grown bigger each year until now it is one of the largest organizations of its kind in Portland. It has a membership list of five hundred and twenty members, and an annual income of about three thousand dollars.

The club has a welfare fund for such causes as needy students and new equipment. It has given the various gifts such as the television set in the social rooms, the electric scoreboard on the football field, and the clocks in the gym. The Dads' Club is now selling decals to the merchants around St. Johns. Merchants will put them in their store windows, and the Dads' Club would appreciate the students patronizing these stores. If you patronize these stores, you will be supporting the school and the Dads' Club.

Mr. T. Martin, president of the Club, and his officers: Mr. L. Mikeworth, vice president; Mr. S. Gatherer, secretary; and Mr. C. Fink, treasurer, worked very hard to put on the successful Debs' Dance this year. They are working equally hard to make this year's all-sports banquet the biggest ever.

Those are the Club's plans right now, but whatever they do will be for a worthy cause, and benefit the school, because they have proved themselves to be the finest Dad's Club in the city.—Roosevelt Ranger, Roosevelt High School, Portland, Oregon

BETTER UNDERSTANDING IS PREDOMINANT

Eleven foreign students, under the sponsorship of the Junction City Chapter of the National Honor Society, presented an International Program to the JCHS student body during February, 1956, during International Week, so that both groups might develop a better understanding of nations and international relations.

These exchange students, now studying at Oregon State College, represented India, Pakistan, Philippines, Japan, and Finland. Besides music peculiar to their land and an original

poem, a panel discussion on "Courtship Around the World" was held. The international theme was carried out by flags of many nations used as decorations for the program in the gymnasium and the luncheon held in the cafetorium.

After the luncheon, during which the foreign students and the members of the high school faculty were introduced by members of the Honor Society, the visitors were escorted to classes where they took part in many class discussions.

Foreign students from Japan, Turkey, and The Netherlands visited the high school all afternoon, and they seemed particularly interested in classes in Shop, American Problems, Speech, and English IV.

In American Problems the high school seniors and the foreign students discussed mutual problems. Democracy and the Constitution of the United States were the topics of discussion in Speech. A genuine interest in acquainting other nations with the true feeling of liberty in our democracy was expressed by the foreign students. Languages were discussed in English IV, and each student demonstrated his native language.

Thanks to the organization on the part of Lois Christiansen and Mrs. Alice Carson, adviser of the Honor Society, the assembly was well received by all. Lois Christiansen, a past member of the Junction City Honor Society, is now a student at Oregon State College.

Funds raised by the program contributed almost 10% of a round trip ticket to India for an exchange student from Oregon State College. This student will be sponsored by the "Y Round Table," an organization to which the foreign students belong.

It was the first time many of them had been inside an American high school, and it was not uncommon to hear them remark: "Let's forget about college and go to high school!"—Secretary, National Honor Society, Junction City High School, Junction City, Oregon

EXPERIMENTS RUN ON WHITE RATS

Will rats be able to solve a difficult maze? Will rats learn mazes quicker if they have simple mazes to start with and then encounter progressively harder ones?

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To find the answers to these questions, two *Homo sapiens*, origin KSTC, are conducting psychological experiments on eight species *Rattus norvegicus*, origin unknown, employing the Gestalt method of learning.

Clarifying this last statement somewhat, Jacques Townsend and Jim Foster, students in psychology, are conducting experiments with white rats to study their learning habits through the use of mazes.

The mazes are a complex (complex to me and the rats) series of doors, blind alleys, and one-way streets similar to a house of mirrors. The industrial arts department built the three mazes, each one different in the degree of complexity. At the end of the maze is a bowl of mouse morsels. This, the rats believe, is about the greatest thing there is.

Although the purpose of the experiments is not to determine the relationship between human learning and the learning habits of the rodents, there has been some similarity noticed. Lack of motivation will cause the rats to give up trying to learn the maze more quickly than anything else. A hungry rat will run the maze more quickly than when not hungry. Could these facts be compared with students burning midnight oil for a grade before finals?

In one experiment conducted, it took one of the rats one hour and 15 minutes to get to the food. He became faster each time and now can run the maze in 30 seconds. It must be pointed out, however, that this is a very greedy rat. The rats solve the problem by starting at the beginning of the maze each time they run into a blank wall.

Townsend and Foster are offering these rodents for sale after the experiments are over. They paid 75 cents apiece for them. Of course, this was the price before the rodents had attended psychology class for six weeks and were educated. The rats conducted experiments on the opposite reactions of *Homo sapiens* when they hear a bell beginning class and when they hear a bell ending class.—Lloyd Moore; The Collegio, K.S.T.C., Pittsburg, Kansas

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Comedy Cues

It Could be an Itis

A boy and his girl friend sat in a show one Saturday afternoon, and the girl insisted on talking much of the time, especially during exciting and serious dialog. Finally, the boy remarked, with a poke in the ribs, "You talked this whole show. What you need is a yapendectomy!"

Dead End

After Calvin Coolidge made it known that he did not choose to run again for the Presidency, he was besieged by reporters for a more elaborate statement. One member of the press was more persistent than the others, and asked him, "Exactly why don't you want to run for President again, Mr. Coolidge?"

The President's solemn reply: "No chance for advancement."

Temptation

A self-important looking man boarded a busy bus and stepped upon the foot of a very annoyed young lady. "Will you please get off my foot?" she said as politely as possible. "Put your little ol' foot where it belongs," said the over-bearing one. "Don't tempt me, old fellow, just don't tempt me," she murmured.

'Smatter With You?

The small boy had fallen into the stream but had been rescued.

"How did you come to fall in?" asked a bystander.

"I didn't come to fall in," the boy exclaimed. "I came to fish."

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